CMS Lesson Plan

Teacher: Clary, Grimes and King Lesson Date: Week of 1/4/2015

Subject: 8th Georgia Studies

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  **SS8CG4: Analyze the role of the judicial branch in Georgia state government (review).**   1. Explain the structure of the court system in Georgia including trial and appellate procedures and how judges are selected. 2. Explain the difference between criminal law and civil law. 3. Describe the adult justice system, emphasizing the different jurisdictions, terminology, and steps in the criminal justice process. 4. Describe ways to avoid trouble and settle disputes peacefully. 5. Evaluate how the judicial branch fulfills its role in interpreting the laws of Georgia and ensuring justice in our legal system.   **Benchmark Review Standards:**  **Student reflections of the semester and introduction to the next semester’s information.**  **SS8CG5 The student will analyze the role of local governments in the state of Georgia.**   1. Explain the origins, functions, purposes, and differences of county and city governments in Georgia. 2. Compare and contrast the weak mayor-council, the strong mayor-council, and the council- manager forms of city government 3. Describe the functions of special-purpose governments. 4. Evaluate the role of local government working with state agencies to administer state programs.   **S8CG6 The student will explain how the Georgia court system treats juvenile offenders.**   1. Explain the difference between delinquent behavior and unruly behavior and the consequences of each 2. Describe the rights of juveniles when taken into custody. 3. Describe the juvenile justice system, emphasizing the different jurisdictions, terminology, and steps in the juvenile justice process.   Explain the seven delinquent behaviors that can subject juvenile offenders to the adult criminal process, how the decision to transfer to adult court is made, and the possible consequences. | *Week Schedule*  **Opening-Introduction Question**  **Lesson part 1- Benchmark Review**  **Closing-Ticket out Door**  **EU/EQ- Rule of Law: The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.**   * How does Georgia’s judicial system provide justice and protect the rights of its citizens?  (CG4) * How do judges get their job? (CG4a) * What is the structure of the judicial branch of Georgia government? (CG4a) * What is the difference between a criminal law and a civil law? (CG4b**)** * How might conflicts be peacefully resolved? (CG4d) * How is an adult processed through the criminal justice system?   Vocabulary:   * litigate * civil law * criminal law * defendant * capital crime * grand jury * due process * interpret the   laws   * misdemeanor * felony * criminal Justice Process * arrest * booking * suspect |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)***:**  EU/EQ- CONFLICT AND CHANGE: The student will understand that when there is conflict between or within societies, change is the result.  EU/EQ- DISTRIBUTION OF POWER: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary value and beliefs  EU/EQ- LOCATION: The student will understand that location affects a society’s economy, culture, and development.  EU/EQ- GOVERNANCE: The student will understand that as society increases in complexity and interacts with other societies, the complexity of the government also increases. | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 5-20 minutes | **Get started/Drill/Do Now:**  Monday*-No School*  *Tues-Fri: DBQ and Judicial System review questions and vocabulary (CG4)*  *Thurs/Fri-DBQ and County and City Government questions and vocabulary (CG5)* | **Summarize (quick write)** |
| 15-20  min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Monday*-No School*  *Tues-Fri: Continue working on DBQ’s and SS8CG5*  *Thurs/Fri-Continue working on DBQ’s and benchmark analysis review* | **Essential Questions and CRCT prep questions**  **Students will also complete mini activities like think pair shares and partner work.** |
| 15-20 min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, and shared writing, discussion, writing process.)*  Monday*-No School*  *Tues-Fri: Continue working on DBQ’s and SS8CG5*  *Thurs/Fri-Continue working on DBQ’s and benchmark analysis review*  *Students will complete assignments and activities for whole group based on standard and benchmark review* | **Essential Questions and CRCT prep questions**  **Students will also complete mini activities like think pair shares and partner work.** |
| 15-20 min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  Monday*-No School*  *Tues-Fri: Continue working on DBQ’s and SS8CG5*  *Thurs/Fri-Continue working on DBQ’s and benchmark analysis review*  *Students will complete assignments and activities for small group based on standard and benchmark review* | **Essential Questions and CRCT prep questions**  **Students will also complete mini activities like think pair shares and partner work.** |
| 10-15 min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Monday*-No School*  *Tues-Fri: Continue working on DBQ’s and SS8CG5*  *Thurs/Fri-Continue working on DBQ’s and benchmark analysis review*  *Students will complete assignments and activities individually based on standard and benchmark review* | **Essential Questions and CRCT prep questions**  **Students will also complete mini activities like think pair shares and partner work.** |
| 5-10 min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  **TOD and DLIQ** | **Summary** |
| 5-10 min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  *TOD and DLIQ* | **Summary** |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Students who are in need of assistance with ask teacher or work with teacher in group and/or will be given alternative reading materials and alternative assessments. | **Students will complete choice activities and summarize** |

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| Textbook Correlation:  Textbook Correlation: pp. 544-546    Georgia Stories  [Cops and Robbers](file:///C:\Users\ngrimes\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\MMBZO331\Georgia%20Stories)  [Role of the judicial branch in Georgia state government](http://www.gpb.org/georgiastories/gps/SS8CG4) **NEW!**  **Digital Resources**   * [Georgia Courts](http://www.georgiacourts.org/) * [Diagram of Georgia Courts](http://www.georgiacourts.org/index.php?option=com_content&view=article&id=180&Itemid=27) * [Georgia Bar Association Law- Related Education for GPS](http://www.gabar.org/law-related_education/) * [Judicial Branch Overview](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2841&hl=y) * [Supreme Court of Georgia](http://www.gasupreme.us/) * [Georgia Department of Juvenile Justice](http://www.djj.state.ga.us/)   [Court of Appeals of Georgia](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3788) |
| **Digital Resources:**  Georgia Stories   * [The Executive Branch](http://www.gpb.org/georgiastories/stories/executive_branch)   New Georgia Encyclopedia  Executive Branch: Overview   * [Lieutenant Governor](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-830)   <http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-830>   * [Office of the Governor](http://gov.georgia.gov/02/governor/home/0,2822,165937316,00.html) * [Lieutenant Governor](http://ltgov.georgia.gov/02/ltgov/home/0,2229,2199618,00.html) * [Ben's Guide to Government for Kids](http://bensguide.gpo.gov/) |
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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |